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Practicing Diversity, Equity, and Inclusion in  
Twenty-First-Century Honors Education  
Conference

2017 Conference

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Oct 27th, 11:30 AM

## **Equity-Minded Honors Admissions: Implementing Holistic Review in the University Honors Program at the University of Wisconsin–Eau Claire**

Jefford Vahlbusch  
*Appalachian State University*

Heather Kretz  
*University of Wisconsin-Eau Claire*

David Jones  
*University of Wisconsin-Eau Claire*

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Vahlbusch, Jefford; Kretz, Heather; and Jones, David, "Equity-Minded Honors Admissions: Implementing Holistic Review in the University Honors Program at the University of Wisconsin–Eau Claire" (2017). *Practicing Diversity, Equity, and Inclusion in Twenty-First-Century Honors Education Conference*. 3.  
<https://scholarworks.bgsu.edu/nsfmih/2017/10-27/3>

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# Honors Holistic Admissions at UWEC: From Good Intentions to Educational Equity

Dr. David M. Jones  
Professor of English  
and Honors Education

Interim Director,  
University Honors Program





# Holistic Admissions: Resisting Deficit Thinking

Educators must “question unspoken assumptions about the sources of...student struggles.”

Weiner (2006)

“A college’s historical legacy of exclusion can determine the prevailing climate and influence current practices.”

Hurtado (1998)



## **Deficit Thinking in Practice:** U.S. Supreme Court Justice Antonin Scalia

Legal Case: Fisher v. The University of Texas (2015)



“There are those who contend that it does not benefit African Americans to get them into the University of Texas, where they do not do well, as opposed to having them go to a less-advanced school, a slower-track school where they do well.

One of the briefs pointed out that most of the black scientists in this country don't come from schools like the University of Texas. They come from lesser schools where they do not feel that they're being pushed ahead in classes that are too fast for them.”





# Inclusive Excellence Defined

- “comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life.”

■ Source: UW-System Office of Inclusivity



# Integrating EDI Themes into Honors



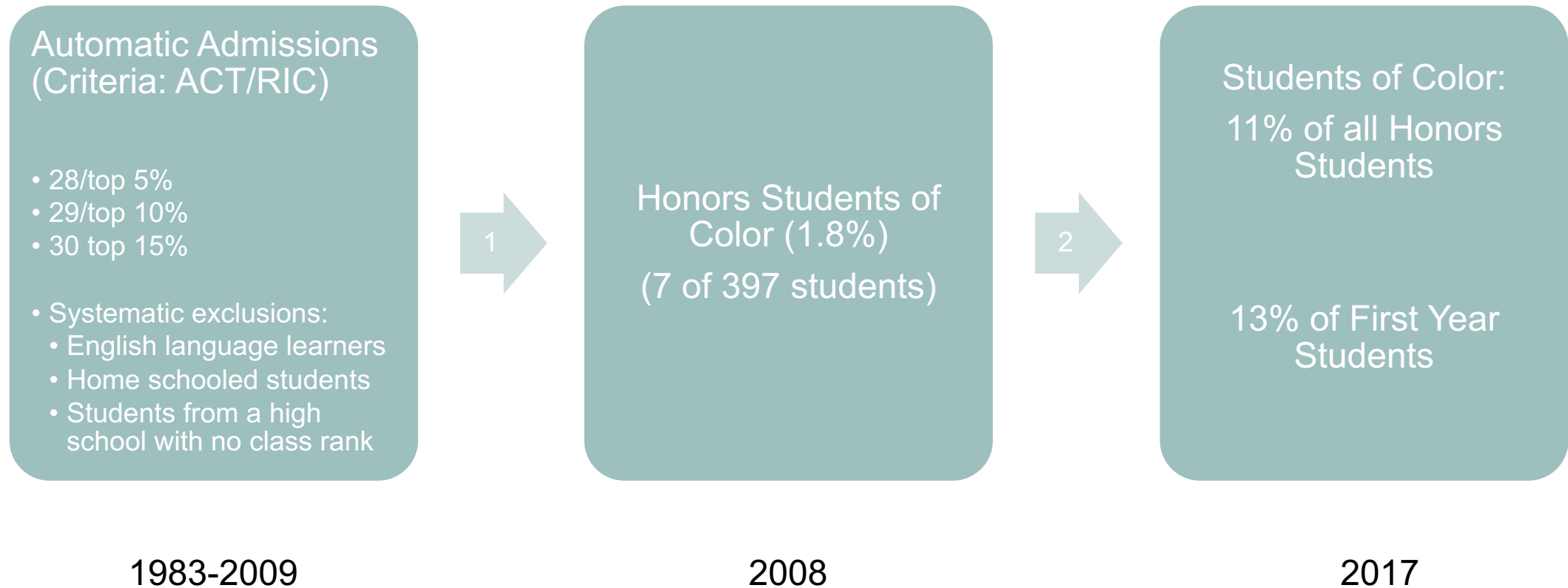
**Intercultural Immersions in Honors: Honors students work on community organizing strategies during an immersion experience in Milwaukee (2011-2013).**



**A Hmong Studies Immersion in Fresno, CA developed as a collaboration between the campus-wide Hmong Studies Initiative and the Honors Program (2015).**

# Honors Holistic Admissions (2010-7): Measuring the Impact

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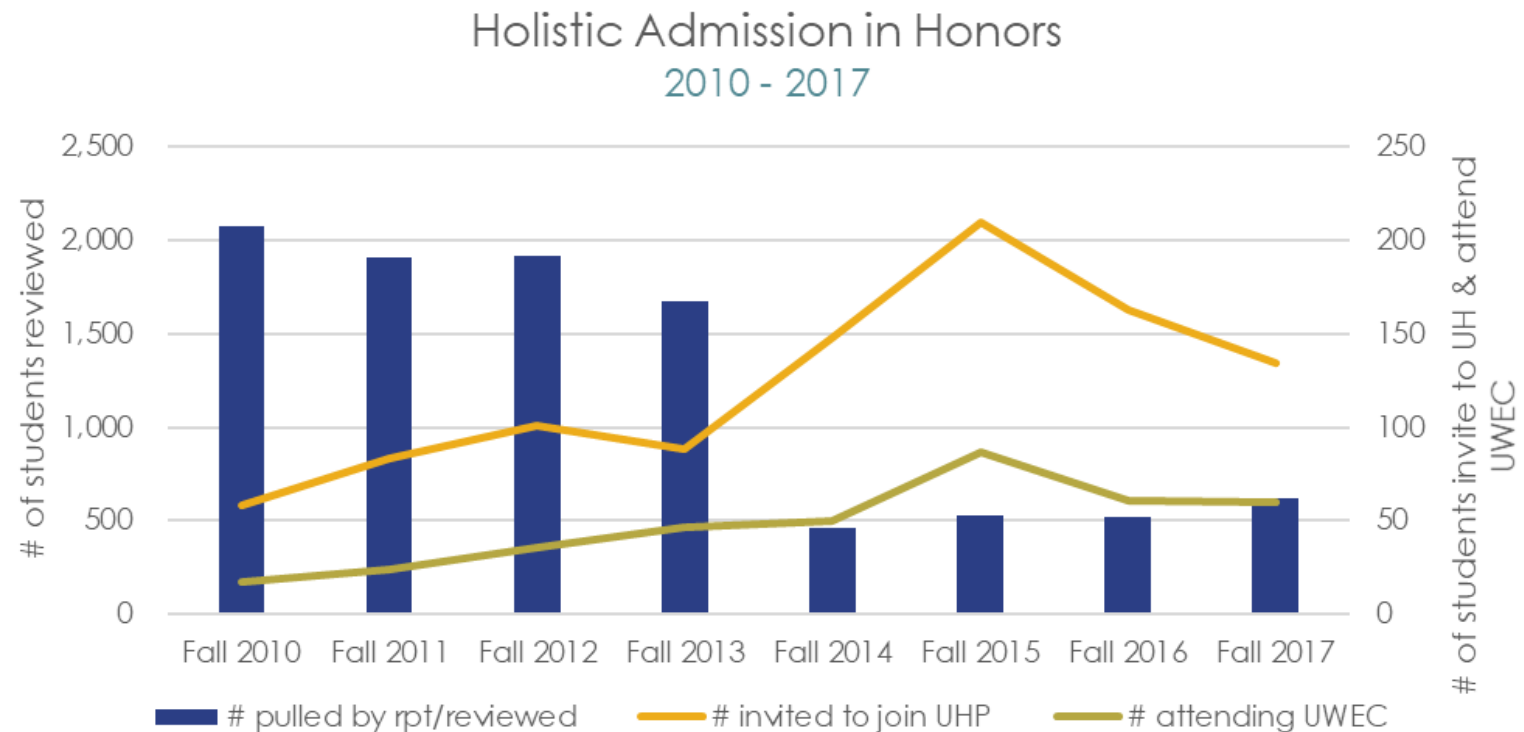
# Holistic Admissions: Criteria

- GPA 3.75 or top 10% or ACT greater than or equal 26 or SAT 1190 AND one of the following:
- State !=MN/WI or
- Student of Color or
- Rank =1 or
- ACT $\geq$ 26 and Percentile $\geq$ 95 or
- ACT $\geq$ 26 and Rank in class between 1-5 or
- ACT $\geq$ 30 or
- ACT $\geq$ 28 and Percentile $\geq$ 90 or
- ACT $\geq$ 28 and GPA $\geq$ 3.90





# Honors Data Project



**Top Left:** The Honors Data Project earned a top poster award at NCHC 2016 (Honors researcher and Fulbright awardee Anneli Williams is pictured with the award).

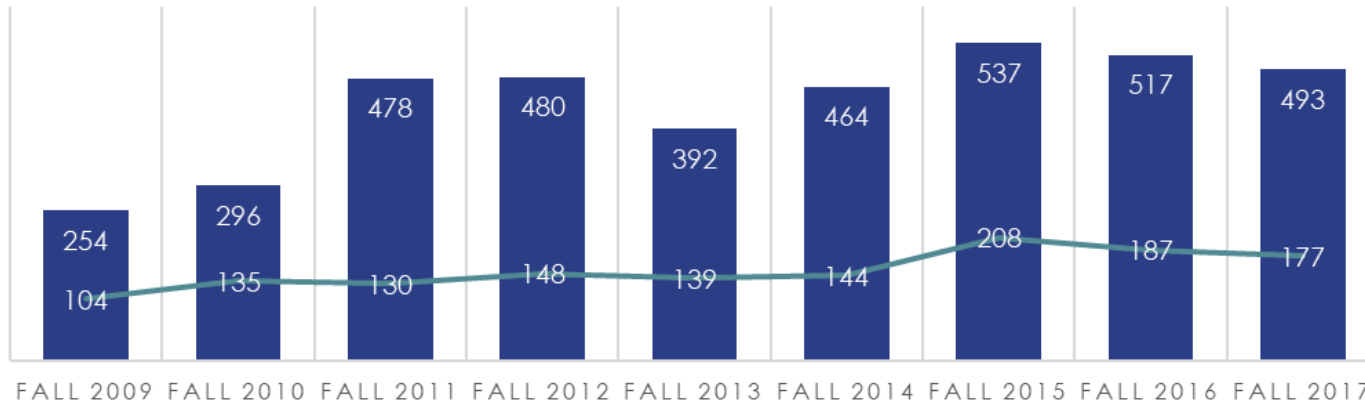
**Bottom Left:** Honors researchers Carolyn Wolff and Allison Fouks presented findings from the project at the 2016 NCUR conference.



# Honors Program Growth: 2009 - 2017

TOTAL # STUDENTS PARTICIPATING IN UNIVERSITY HONORS

■ Total invited    — Total # who joined University Honors





# **EDI Integration in Academic Life, UWEC (2016-8)**

- University-wide EDI Plan
- Hmong Studies Initiative
- Assistant Chancellor for Equity, Diversity, and Inclusion
- Multicultural Student Coordinators – Office of Multicultural Affairs
- Assistant Professors with EDI Teaching and Research Interests:
  - Psychology
  - Women's Studies
  - Communication and Journalism



# Required EDI Contributions

Approved by the University Senate, March 2017

**A distinguished professional is expected to contribute to equity, diversity and inclusivity.** At this level, a professional can be expected to guide or train other professionals or to oversee their work.



# **Under-represented (& under-served) student communities at UWEC**

- LGBTQA+ students
- International students
- Students of color
- Students with disabilities
- First generation students
- Students with financial challenges















**DISABILITY  
RIGHT**

**I CAN  
SPEAK 4  
MYSELF**

**FIRST CLASS  
AUTISTIC  
SECOND CLASS  
CITIZEN**

**I CAN  
SPEAK  
FOR  
MYSELF**

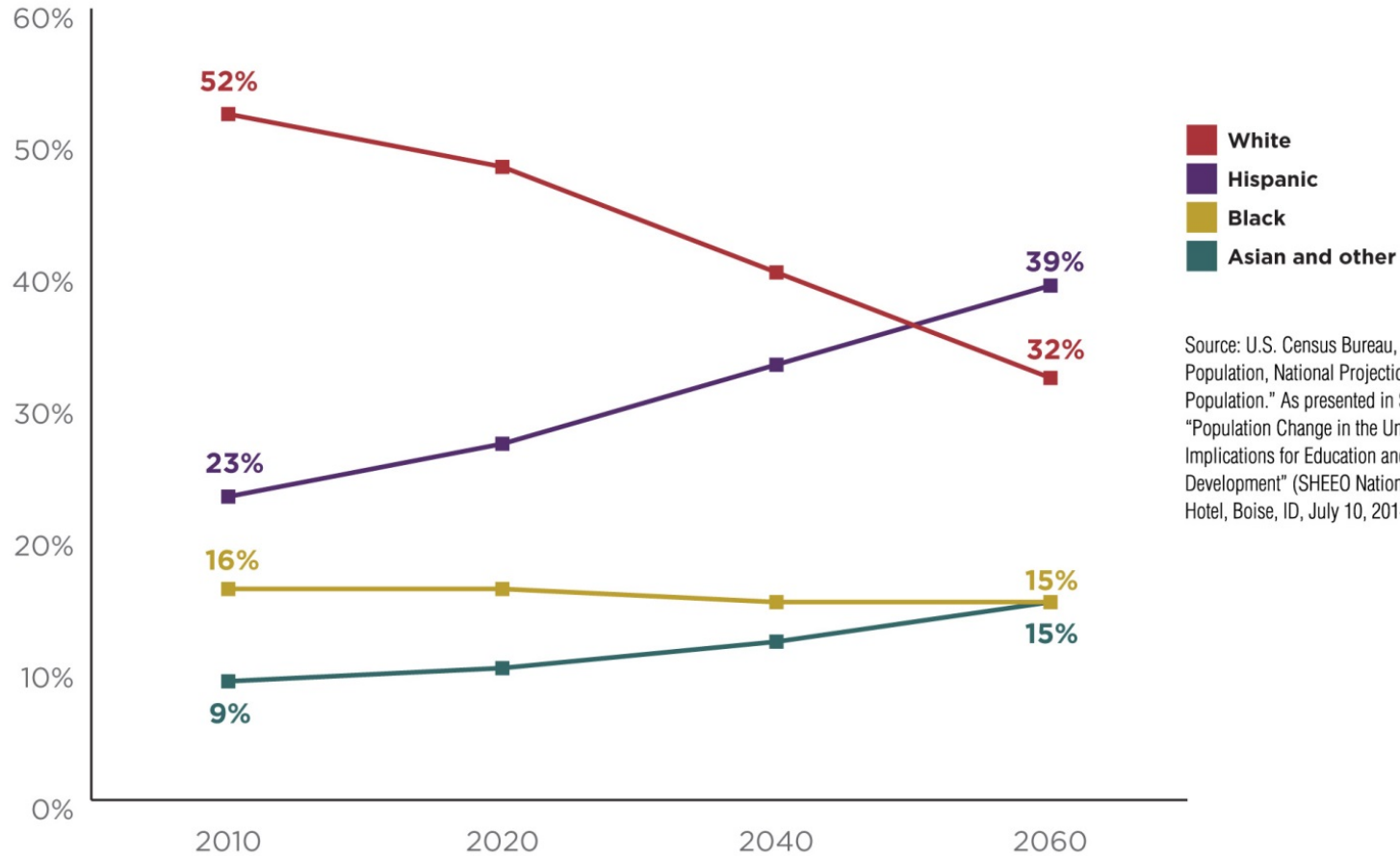




# US Students Will Very Soon Be Majority Students of Color

Public elementary and secondary school enrollment, 2010–2060 (projected)

PERCENTAGE OF ENROLLED STUDENTS



Source: U.S. Census Bureau, "2010 Census of the Population, National Projections, 2012-2060, Current Population." As presented in Steve Murdock, "Population Change in the United States and Texas: Implications for Education and Socioeconomic Development" (SHEEO National Meeting, The Grove Hotel, Boise, ID, July 10, 2014).





# HONORS

## Community of Practice

### Informational sessions open to all.

You are invited to a community of practice sponsored by the University Honors Program. We'll explore topics related to coursework, teaching methods, and structure of the 830-student UWEC Honors Program. All current, past, and prospective teachers and staff who are interested in Honors are welcome. We will do our best to make the experience interactive, informative, and enjoyable as we think about national and local trends in Honors education and consider our own experiences in working with Honors coursework and students.

### OVERVIEW OF THE UWEC HONORS PROGRAM

Tuesday, 10/10/17

12:30-1:45 p.m. | CETL, OL 1142

Topics include common assumptions about Honors students; coursework and grading in Honors; criteria for Honors admission at UWEC; academic curiosity vs. credentials in Honors; current state and future direction of UWEC Honors.

### STUDENT PROJECTS AND EXPERIENCES

Tuesday, 11/14/17

12:30-1:45 p.m. | CETL, OL 1142

Topics include successful Honors projects that have led to impactful learning; "extra work" vs. "added value;" national trends in Honors Education.

### LESSONS FROM EVALUATIONS

February 2018, Date TBD

Topics include an anonymous summary of course evaluation findings to extract generalizable lessons about successful pedagogy in Honors. Honors students will be invited to share their experiences during the session.

### PARTICIPANT PROJECTS

March 2018, Date TBD

Honors faculty will be invited to discuss the designs and outcomes of individual assignments they have developed in Honors classes.

